



EXTERNAL EVALUATION FINAL REPORT

"METHODS" METHODS FOR TEACHING FOREIGN LANGUAGES

**LLP / LDV / TRANSFER OF INNOVATION
PROJECT
EC REF. 2013-1-FR1-LEO05-47980**

**BY ANGELICA L. BUCUR
ALB CONSEIL PARIS**

SEPTEMBER – NOVEMBER 2015

CONTENT

| | |
|--|----------------|
| INTRODUCTION | PAGE 3 |
| EVALUATION OUTCOMES AND MAIN AREAS | PAGE 3 |
| EVALUATION PROCESSES AND SOURCES OF INFORMATION | PAGE 5 |
| METHODS' FINAL RESULTS IN LINE WITH THE AIMS | PAGE 12 |
| CONTRIBUTION TO LEONARDO AND LIFELONG LEARNING | |
| OBJECTIVES AND PRIORITIES | PAGE 15 |
| PROJECT MANAGEMENT AND QUALITY ASSURANCE | PAGE 17 |
| DISSEMINATION, EXPLOITATION AND SUSTENABILITY | PAGE 23 |
| CONCLUSIONS AND RECOMMENDATIONS | PAGE 29 |

The project 'METHODS' is funded with support from the European Commission. This report reflects the views only of the author, and the Commission and National Agency cannot be held responsible for any use which may be made of the information contained therein.

This document may be freely distributed provided that no modifications are made, the author is acknowledged and that this copyright notice is included. Angelica L. Bucur, ALB CONSEIL - Consultancy, services and support for European projects

INTRODUCTION

The final external evaluation report covers the processes and quality assessment of the achievements of the EU project ‘METHODS’, during the entire duration from October 1st 2013 to September 30th 2015 as a Leonardo Transfer of Innovation initiative within the Lifelong Learning Programme, managed by the French National Agency.

This report completes the initial strategy presented in Brussels in November 2013 , the detailed Interim evaluation report which was presented in November 2014, and the written feedback and recommendations provided during the whole lifetime duration of ‘METHODS’.

In addition to these contractual outcomes, we supplied presentations for key project meetings, including by skype for the final meeting in Guadeloupe. All evaluation outcomes including these are available on the project’s web-site at: <http://languages.dk/methods/index.html#documents>.

The external evaluation final report should be considered together with these reports and the other activities to get a full overview of the external evaluation process and its effective on-going collaboration with the project’s partners.

MAIN EVALUATION OUTCOMES AND AREAS EVALUATED

The actual transfer of innovation process were evaluated in line with the agreed external evaluation strategy for METHODS project and covered the following areas:

- The progress made towards delivering the planned outcomes and activities of the contractual work-plan during the second part and the entire lifetime duration
- The quality of the outcomes and relevance of the materials produced and transferred
- The quality of the transfer of innovation and effective participation of the target groups – VET teachers the ToI countries France , Malta and Slovenia in the testing of the methods and in the workshops activities
- The effectiveness of the partnership collaboration and communication, the shared participation to the activities and results and empowerment of partners that were new to EC Lifelong Learning programme and framework
- The effectiveness and impact of the exploitation and dissemination activities and reach of the initial ambitious quantitative and qualitative objectives
- The contribution to the specific aims of the Transfer of Innovation Programme reaching the LLP Leonardo priorities and the specific and operational objectives of the original Call for Proposals.

The evaluation outcomes have been in line with the external evaluation contract while including [additional activities](#):

- **External evaluation strategy and framework** for presentation and agreement by the partnership at the Kick-off meeting of the METHODS project, November 2013 in Brussels
- **Participation at the project's first meeting in 2013 in Brussels** , presentation and agreement by the partnership on the **External evaluation strategy and framework** for METHODS project
- **Finalized evaluation strategy and Initial assessment report**, presented in December 2013
- **Interim external evaluation report** October-November 2014

- **Participation to METHODS meeting in Malta in March 2015**, presentation and advice on diverse topics requested by the partners, including the representative of the Promotor.
- **Skype participation to METHODS final meeting in Guadeloupe in June 2015**, making comments on progress.
- **Final evaluation report**, September 2015, updated until November 2015 in which we included additional evidence provided by the partners during this period.
- **Monitoring, feedback and recommendations** regarding the project's progress, variations, changes, improvements during the lifetime duration. We provided a **follow-up and assessment activity after the end of the project's funded duration** in September 2015, in October and part of November 2015, in order to give feedback to partners on the quality or the availability of evidence provided for their final report and when needed, making recommendations for improved presentation or visibility of results.

SOURCES OF INFORMATION AND EVALUATION PROCESSES/ACTIONS

We based the assessment of the relationship between the METHODS' activities and its achievements and outcomes foreseen in the application on a continuous monitoring and analysis of the project implementation.

We assessed the progress towards the final results and the achievements at the end of the funded lifetime duration analysing the following sources and processes:

- Availability of the contractual results developed throughout the eligibility period at the original milestones, the quality of main outcomes and the languages in which these are available internally in the Methods project Dropbox and on the dedicated

website <http://languages.dk/methods/>.

- Project Management, coordination and the implementation of activities and the relationship with needed updated schedules and / or new milestones
- The follow-up of the internal evaluation, Quality Assessment activities and results reflected in the partners' bi-annual reports
- Partnership collaboration, the exchanges between the project's members and the exchanges with other collaborative projects
- Communication relating to dissemination and exploitation, the Newsletters and brochure, the conferences.
- The Methods website on the projects pools' platform languages.dk and the use of other digital /social media means used , Facebook, twitter and blog;
- The Minutes and the outcomes of partners' face-to-face meetings and the evaluation forms filled in by each participating partner.
- The evaluations by the end-beneficiaries, the teachers that participated to the exploitation phase in the METHODS training workshops
- These sources were completed by the direct observation of activities and interviews with project's participants during the participation in the two f2f meetings in Brussels 2013 and also several teachers attending training in Malta 2015.

Our analysis and assessment were facilitated by the transparent communication with the Danish Project Coordinator, on-going exchanges with the leaders of the other teams FR, MT, SL and the other teams' members that we met during the meetings or the workshops. Very useful has been at all time the free access provided by the project on its website to the work-progress, news and training opportunities, networking, dissemination and exploitation. These were available to all interested users, including the external evaluator or the National Agency, and have kept informed all the audiences about the work in progress and final results and outcomes deliverables.

The needs to take on board current developments and to transfer updated methods manuals, resources for the VET teachers and students were identified, sometimes resulting in decisions for in-depth changes and quality improvement. We supported the partners the took the **leadership of positive changes: ETI (Malta) to CALL and PhyEmoC, SGGT Cejle (Slovenia) to IWPG**. The meetings' Minutes and communication between partners bring evidence about the good solutions implemented by the leading partners in charge with transfer of updated manuals and of International Work Placement Portfolio.

Many sources of information and evidence of the transfer of the methods in the three countries were provided during the project lifetime by the Project coordination SDE team, The Promotor and by the ToI educational partners ETI, MCAST, LGA, and SSGT Cejle and the dissemination partner efVET. In the second part of the project, information was provided increasingly by the Promotor MdMLE in charge with the dissemination. Other useful sources were the project's internal quality evaluations, and especially transparent in the partners' biannual reports. The main success criteria or quantitative indicators to which the partnership committed were monitored during the main stages of the project to observe how they were reached through the diverse activities.

The participation to the face to face meetings offered valuable opportunities to observe the exchanges and contributions of the partners. We found useful the discussions with the team members, and included their opinions in our analysis and feedback. We presented for the benefit of the partners new to EC-funded projects / LLP and reminded the other partners the Leonardo VET Quality Assurance Strategy and levels of monitoring, quality assessment and evaluation by the EU funding bodies. We highlighted why the systematic monitoring and use of evaluations from different sources or levels, such as from National Agency, or project's internal evaluation reports, monitoring project website, social media, the feedback from trained teachers in CDP , trainers, other stakeholders and users during

conferences, all contribute to the successful implementation and finalization of the project. We draw the attention and made presentations – verbal or PowerPoint during the meetings, with recommendations on the importance to understand the feedback and take on board the comments of the National Agency from the assessment of original application and the questions and comments, recommendations made at interim report time. Providing and demonstrating value for money in European-funded projects was an aspect that highlighted during the whole duration. We supported at our best the DK Project Coordinator that collaborated with the FR Promoter partner, to explain the EC and NA LEONARDO strategies for quality assurance of funded projects, regulations and financial matters. We stressed for all partners the need to gather and present evidence and links between the staff days and the activities undertaken in all stages, e.g. to report the additional time spent to implement the necessary changes to update the METHODS manuals or the international work placement guide. Even if the maxim grant amount remains the same, it would be important to calculate and show all the effort consented the for transfer and effective sustainability of results answering the increased needs of the beneficiaries or brought by the new framework of Erasmus + .

We pointed out at different time the benefits and the need to keep liaison with the National Agency in Bordeaux, the possibility for the Promoter's team to attend the Coordinators' annual meeting in Bordeaux, to ask for advice at any time the NA Leonardo team, including issues such as recording adequately the staff days, their costs, presenting the personnel changes., etc.

We also recommended the translation in English the project's work language of the assessment of METHODS' Interim Report received from the National Agency in French, in order that all partners fully understand the NA's comments and recommendations for the final report time. However, the translation of this interim assessment report from French in English was not done as we suggested.

We decided at the demand of partners present during the Malta meeting in March 2015,

to get together through the main points of the NA report to be sure that the main recommendations or questions of the Agency were clear to the participants.

We also advised on the need to clarify for the National Agency in the METHODS Final report some points where the information provided in METHODS Interim Report was not well understood, probably due to the English used. For instance in the Methods' IR the comments on work-progress let the impression that the project development work foreseen for the 2-year duration was done in proportion of 95% during the first half-part of the project and therefore the staff days for development the second part of the project could be much less than foreseen in application. In fact, the project tried to report a small delay at IR time in finishing to update the manuals and IWPG, due to in-depth changes found necessary by each leading partner in charge with the development of these first 'final' versions. These manuals and IWPG were ready in proportion of 95 % instead of the 100 % planned in application for at IR time and not for FR time. In the beginning of year 2, they were again peer-reviewed by the partners and made ready for further refinement during the last year teachers' training workshops. This delay was absolutely necessary to update in-depth the Manuals and International Work Placement Guide from the POOLS-M versions so that these can be used from 2015 onwards. This proved to be beneficial – proof the evidence from METHODS training workshops in 2015. We recommended to explain in METHODS' final report the successfully managed variations from initial planning that proved the commitment of development partners and a good management of changes.

Additional participation by the external evaluator to the evaluation part during the final meeting in Guadeloupe in June 2015 was possible through Skype. This allowed interactive comments and feedback between the participants to the meeting and external evaluator covering the relevance or quality of results achieved and remaining in the last 4 months. This intervention was not foreseen in our evaluation contract. After the questions to which

we answered during Malta meeting in March 2015, we aimed to make clear once more the importance of providing all the evidence by each partner to support their ToI activities, including exploitation and dissemination results for Final Report. The partners devoted additional time for preparing the dissemination articles and events or workshops and this was necessary to be estimated in hours and included in the partners' reports.

We commented on how important to address in the Final report the actions that show that all the comments made by the assessors from the National Agency in the Interim Report (IR) were taken on board, or if not , the reasons.

Throughout the project, an important part of the external evaluation process was monitoring closely the work-progress, the collaboration and contribution of the partners to the development activities, the internal evaluation/reports and the dissemination, together with the exploitation activities in the final part. We tried to evaluate and give the necessary credit to the efforts of the two participants from Guadeloupe that were new to European projects. It could be observed to what extent they evolved and get empowered and finally enthusiastic during these years of collaboration with international partners.



We appreciate that in the end, all the partners strived to provide all the needed evidence for the Final Report time. The direct beneficiaries of the transfer of innovation in VET, ETI Malta, Cejle Slovenia, MCAST Malta and increasingly LGA Guadeloupe, used good practice in providing information, images, documentation and evidence.

Especially important was the process of collecting data for formative assessment from the

exploitation activities deployed the workshops for teachers training. The data is available in the partners' exploitation Dropbox folders.

Overall, our questions and clarifications were answered timely by the experienced partners (DK, SL and MT) enabling an effective relationship between the external evaluation process and the activities in the project. It should be noted that the responses to such queries were provided during the second part more rapidly, or more detailed and informative also by the two French partners which became accustomed to the EC projects norms and METHODS' transparent communication style.

This evolving relationship made the experience of the evaluator in working with the project METHODS a more enjoyable and successful one.

Video still-screen of evaluator's participation to METHODS' workshop PhyEmoC method, trailed by partners/teachers from France, Malta and Slovenia, filmed by Kent Andersen – SDE Denmark / Valentina Chiana – efVET Belgium.



METHODS' FINAL RESULTS IN-LINE WITH THE AIMS

The project identified needs in VET sector in the three ToI countries France, Malta, Slovenia and beyond, in Denmark, the evolving needs for innovation in providing training and support to enable the use of attractive, creative and /or communicative approaches for languages teaching and learning and challenges.

The project **METHODS finalized its activities as foreseen within the planned lifetime with quality and with few variations.**

All the results are free for use for languages learning and teaching in a Vocational Education and Training context in the three new languages French , Maltese and Slovenian.

The partners updated and transferred the main results with increased impact and relevance for VET sector. The usefulness, attractiveness and/or innovativeness of the five languages teaching methods for France, Malta and Slovenia were evaluated in the exploitation phase by an important number of teachers and their students.

In the context of the new developments and restructured in-depth to be of value to the teachers and students using them from 2015 onwards. The manuals produced and the supporting materials include now recent digital technologies and downloadable resources, materials, examples freely downloadable from the project's website <http://languages.dk/methods> .

The main outputs translated, adapted and transferred during the funded project period were in very good progress already at Interim time. The partners' hard work to deliver quality was presented and evaluated in extenso in our Interim external evaluation report.

At the end of the project the quality of the VET outcomes was increased further the feedback of end-beneficiaries and the input from the partners. **The main results were delivered with a content that went beyond the promises of the contractual application:**

- In-depth updates or/and restructuring of the Manuals presenting five teaching methods, adding new chapters on the methodologies detailed instructions and ready-to-use examples and teaching materials. Translations of the five manuals and supporting pedagogic resources in French, Slovenian and Maltese were improved and completed.
- In-depth updates and additions of information in line with new needs and mobility requirements, piloting and testing of the project's International Work Placement Guide for preparing students for work placement in other countries. Translations in French, Maltese and Slovenian were improved and the design finalized.



Partner SGGT piloting the International Work Placement Portfolio tested with 15 Italian students during their 4-week mobility in Celje, Slovenia, within the Erasmus+ programme. The IWP Guide, particularly Tips for mentors was used by the Slovenian host companies as a supporting tool for preparing, monitoring and evaluating the work placements for Italian students. (Facebook source [facebook.com/Poolmethods/](https://www.facebook.com/Poolmethods/))

- The METHODS website offers free access to the materials, manuals, work-placement guide and teaching resources videos in streaming format and links to the social spaces.
- The social spaces, Facebook, blog and Twitter have been used successfully. The website and Facebook Pools.Methods have continued to be used after the end of the funded duration, proofs of the project's sustainability, such as the new Erasmus+ mobility project started bringing together the Maltese and Slovenian partners using Methods and CLIL.

There is **extensive evidence from the exploitation and dissemination activities demonstrating that METHODS partners finalized and promoted with good results the transfer of innovation**, as foreseen in the contractual application.

The project succeeded to update, transfer, test and further exploit and disseminate five communicative languages teaching methods that bring value with the free resources to the teachers and students from the VET sectors, from technical sectors to tourism sector to the ToI countries France, Malta , Slovenia and beyond in Denmark and Sweden.

Teachers from many other countries were invited to participate to the training workshops or dissemination events organized by the partners for the exploitation of the methods during the funded lifetime. Only the partner ETI Malta reports about teachers from 40 countries that were reached in its seminars. The efVET partner also disseminated intensely in its networks and conferences. It is estimated that half of the + 900 teachers reached by the partners from Malta, France Slovenia and Denmark through these face-to-face events and final conference in 2015 were languages teachers. This is a key final result, evaluated more in the dissemination part. The outcomes can be used freely and are CopyLeft.

CONTRIBUTION TO PRIORITIES AND OBJECTIVES OF LLP PROGRAMME AND LEONARDO SPECIFIC-OPERATIONAL OBJECTIVES

The project METHODS strived to contribute to improve the quality and innovation in VET by transferring languages teaching and learning effective approach and methods embedding cultural diversity in the VET context.

The project **contributed with relevance and additional results to LEO-OpObj-1** by improving the quality of student mobility, of institutional support and the increasing the number of students prepared better for work-placement in other countries.

The project analyzed and updated the “Work Placement Preparation Guide” transferred from BP-BLTM and Pools-M previous projects for Erasmus+ mobility of students preparing for work placement in other countries. As we presented in detail in the Interim external evaluation report, the new ‘International Work Placement Preparation Guide’ helps not only the students but offers a valuable collection of information and good practice to the sending and receiving institutions to help VET institutions and young people to prepare and succeed in their international work placement experience.



Slovenian students in catering and tourism from SGGT Cejle using METHODS International Mobility Guide in their exchange mobility in Sevilla Spain (2015)

The project **METHODS** contributed effectively in its transfer of innovation to **LEO-OpObj-3** making available a high quality support adapted to the new framework in Erasmus + and to actual procedures provided for the VET institutions to complement the transfer itself.

The project has clearly **contributed to LEO-OpObj-5** by increasing with the planned **three new languages French, Maltese, Slovenian**, the number of languages covered for teaching and learning in vocational contexts. **METHODS** brings an additional value in terms of the synergies established with the other running projects that are part of a larger **POOLS** initiatives that cover other languages methodologies, such as **CLIL** (Content and Language Integrated Learning) or other education sectors, primary schools, higher education, etc.. The presence on the **POOLS** website languages.dk enable many visits and increased dissemination of the **METHODS** project to other stakeholders or interested users through simple and clear links to its achievements and results.

The project addressed with very good results the **Priority 3 of the Call** through the exploitation of communicative language methods in the workshops for teacher trainers organized by the VET partners. The results of the workshops, available also online on the **METHODS** website and report and document **user satisfaction with the methods** and using the transferred resources. The ToI partners (LGA, ETI, MCAST, SSGT Cejle) tested in teachers' class the results to evaluated the impact on teachers and students.

Also teachers from many other countries were invited to participate to the training workshops. These training workshops or seminars were organized by the 4 partners for the exploitation of the methods during the funded lifetime.

For example, the partner ETI Malta reports about **teachers from 40 countries** that were reached in its 2015 seminars and a high satisfaction rate during the workshops dedicated to methods for languages teaching/learning .

The Danish partner that transferred the outcomes has also undertaken further exploitation initiatives of METHODS to Sweden VET College.



Teachers attending METHODS workshop in Guadeloupe , June 2015 (Source FB)



Teachers attending METHODS workshop in Sweden , June 2015 (Source FB)

PROJECT MANAGEMENT AND QUALITY ASSURANCE

The project has been managed in collaboration by the Promoter partner Mairie de Morne-à-l'Eau (MdMLE) with the SDE College (Syddansk Erhvervsskole Odense-Vejle in the role of the Coordinator partner with an excellent record in managing or participating to the previous EU funded projects and initiator of the Pools projects. This arrangement was thought an optimal choice to ensure an effective and professional management by an experienced partner in transnational VET projects, while transmitting good practice to the promoting partner MdMLE, which undertook the first initiative in the field and to the VET partners from Guadeloupe, Malta, Slovenia.

The Lyceum LGA had participated to a previously to a EU mobility project but this was the first Transfer of Innovation project to which it was taking part.

The Slovenian SGGET Cejle and the two Maltese partners ETI and MCAST were experienced in managing projects or participating to European transnational education projects. These were positive aspects that contributed the quality of the project management with a cooperative approach.

There was therefore a sufficient capacity to run and manage successfully the project.

A proof was given at the start of the project with the immediate reaction and solution to palliate the absence from the Kick-off meeting of the LGA partner. A second Kick-off meeting was organized in Guadeloupe and the Coordinator presented to the LGA Director and teachers all the needed information about METHODS and clarified the role of the LGA team. This additional activity was well received by all partners.

However, there has been a cultural difference between Danish and French partner that affected the cooperation effectiveness to a certain extent.

One of the reasons has been the way the decisions are taken at the hierarchical level and the responsibility for the results. The Danish SDE and generally all Nordic countries delegate to its teachers or project managers the responsibility for the the project they implement. The staff is accountable for the results and communicate transparently all the results. The project manager is leading and can take project decisions without waiting for the hierarchy to sign or approve activities or spending within the budget.

The French Promoter team had to respect a decision-making approach that was hierarchical. This delayed at times the communication and the payments to the partners and to the external evaluator. It appeared that under current regulation in France, City Halls (mairies) cannot initiate payments between November and February. In addition, the original MdMLE team suffered changes, sometimes illness or in the case of the first Financial Director, he left. This led to delays in project communication with the Promotor mostly during the first part of the project, frustrating for all those concerned. Hopefully, the Danish team leader was very persistent and she kept at her best the communication effective and transparent for the whole partnership.

The VET partners committed to the success of the project pursued their work and tried to accommodate with the situation that was improved from the second part of the project. A stable team and good communication with the new financial director and project officer of MdMLE increased the capacity for proper management.

The participation of the Promoter's new team to the Coordinators meeting 2015 organized in Bordeaux was very beneficial and much appreciated by the representatives of the Mairie de Morne a l'Eau. The Promoter gained in confidence in communicating with the whole partnership in English, increased its international experience and managing dissemination, promotion and sustainability activities.

Apart these challenges, the project management presented strengths. The partners contributed to the good project management taking the leadership of the activities assigned in the well planned initial application. This made possible the implementation of the project with few delays that were covered by clear solutions and additional outcomes or increased quality of the outcomes transferred.

The project presents evidence of quality assurance embedded in management.

A strength of the internal QA, the project had appointed an experienced Quality Assurance Board for the evaluation and analysis of the peer-review and testing results. Additional work was performed to update all the five Manuals and completely restructure and update the International Work Placement Guide and portfolio.

The bi-annual reports from the partners continued to improve the information provided by all the partners. They bring valuable elements of analysis of the work-progress from each partner. The synthesis of the internal reports has not been done in the first part as observed by the expert assessor and was not performed in the second part either. The Minutes from the project meetings offered however a means to provide an internal evaluation and synthesis at the level of the partnership of what was done between the meetings and needed to-do actions. The next steps and activities to do have been very clearly indicated after each meeting and supported the project management processes.

The partners concentrated on ensuring the strategy selected for peer evaluations and the own managed part of external evaluation through gathering the feedback and recommendations from teachers in testing phase, teachers participating to the workshops and the students involved in the official testing of materials. The quantitative statistics / results and recommendations for improvement are available from the project's own files and Dropbox.

The partners made available all the evaluations in scan form in the Dropbox. We would like to insert here quality assessments from questionnaire for the teachers that participated in Malta at the METHODS training workshops in 2015.

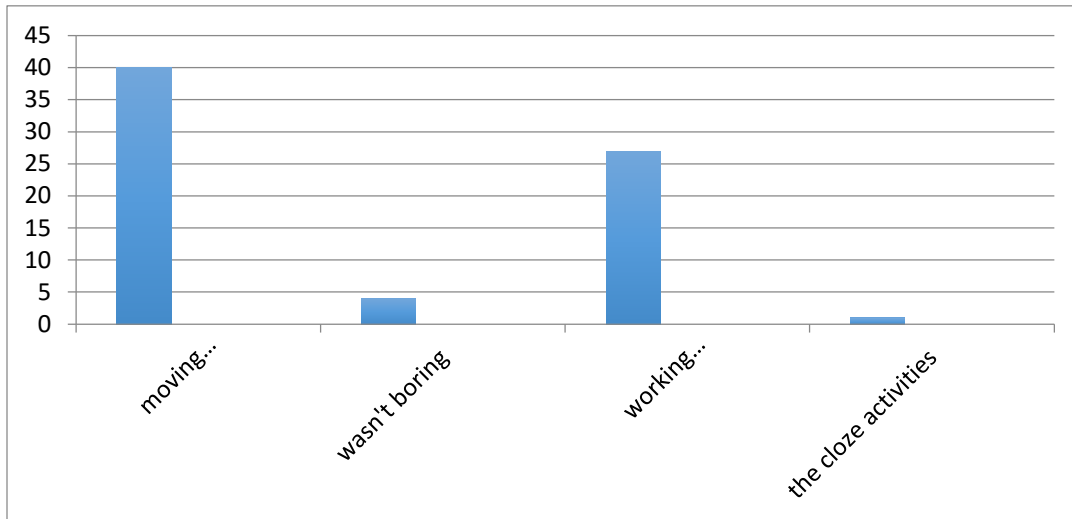
We selected some of the feedback at question ‘**What did you like best about the workshop?**’ Highlights shows that many of the original teacher training aims were attended :

- The workshop was very interesting, offering a variety of new information about these teaching methods.
- The workshop was really useful for teachers, the instructions were clear, the time was appropriate, the approach was a very practical one, which is precisely what we need.
- What I liked best was the fact that it focused on practical things, on updated things, giving us the opportunity to attract our students through what they like more: modern technology! I think we really need to keep up with the technology, if we want to be successful in this century. We live in a smart world! We love our smart phones, we boast with our smart TV’s, but... are we smart enough to really use them for an educational purpose ?
- The workshop trainer was focused on making this a GREAT experience for us. I gained access to what colleagues from across the nation are doing to ensure student success. I learned how to incorporate learning strategies into content coursework. I met a lot of great, like-minded people. Learning methods of teaching is always a plus!
- I liked that it was given time to try it out for myself while the teacher was available for assistance if needed. It was also good to have time to set up my own login here in school.
- Interaction with the teacher was very effective and enjoyable
- The hands-on element, the amount of resources available online
- Douglas clearly knew what he was saying and how to make instructions easy for some people to follow.
- I liked the variety of tasks we could create using the software
- There are always new ideas and new teaching styles I can learn and adapt in our lessons.

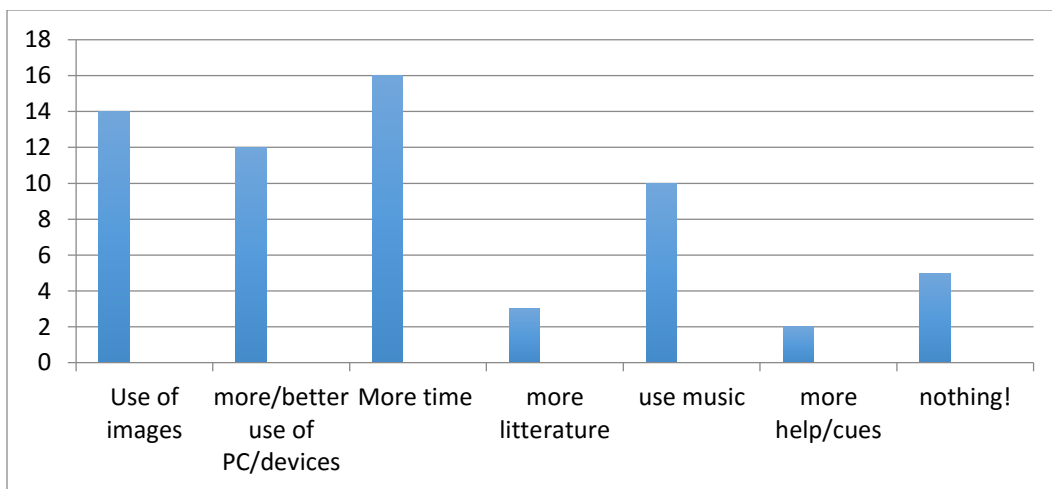
Other **formative comments** made by teachers attending other partners’ workshops or comments shared with us pointed out to the **need for more time for learning to use the methods, more support for the CALL course, the need to have infrastructure available using the methods adapted to their VET sectors activities.**

The **50 students** reached for official survey in class gave generally a positive feedback

What did you like best about the lesson?



What do you think could have been better?



The students too seemed to have enjoyed the communicative and engaging aspects of the methods.

They put on the first place the **need for more time to learn how to use the methods** but also the need to use **more dynamic elements – images, music** and of course, more use of digital technologies and devices. It would have been interesting to ask about using social media and asking students more open questions.

DISSEMINATION, EXPLOITATION, SUSTENABILITY

The relevance of the final outcomes for vocational education and training, their on-going exploitation and sustainability after the funded-life, are among the project's indicators of success. The **creative strategy of the METHODS project for dissemination and exploitation** and these activities have been effectively deployed from the beginning of the project through a variety of media and channels for communications. They were completing each other or linked well such as the <http://languages.dk/methods/> created in month1, the FB and blog, or videos of the methods as contractual results and also live videos from the meetings and workshops presented on both website and Facebook. Other successful means for dissemination were interviews of the Promoter partner, presentations at **conferences** like CALL or **European Forum of Technical and Vocational Education and Training**.



The #methods project was disseminated at the #EfVET 23rd annual conference in Porto (Source FB)

In the nine Newsletters common to the other two running pools of projects, the information about the METHODS and from French partners was increasingly more present and engaging, answering a concern raised in the Interim Report by the NA experts.

/Newsletter47.pdf

2

Methods for language teachers

Issue 47

Methods
www.languages.dk

The Methods teams have finished the planned outputs

Since 2014 Methods has invaded MCAST. It started slowly due to our commitments at our College, but really kicked into high gear after Joseph Bonello's trip to Slovenia! We have disseminated to lecturers at IREK, our sponsoring Institute, and held workshops to allow them to experience different types of Simulation and the power of TMC, to name a few. We are pleased that all material has been translated into Maltese! We have written several articles for the newsletter, and MCAST Link magazine, posted on Facebook. The MCAST team has met and discussed Methods to the Department of Education Professional Development Unit and provided a workshop to teachers interested in upskilling. We are pleased to have disseminated to the MCAST Coordinator of Teacher Training as well, and look forward to future workshops. We are also pleased with the MCAST Learning Support Unit who have embraced the Methods promotion and we have now delivered workshops to all LGU lecturing staff who are using these Methods to the student's benefit. We feel the project is successful and look forward to ongoing promotion and encouraging teachers to use our materials and guidebooks in English - and Maltese, too!

When the teachers of Gerty Archimède Vocational High School (LGS) were offered the opportunity to be involved in the project, they never expected to live such an enriching experience. The team work with the different partners was very efficient:

- the adaptation of the TMC method
- the translation of the manuals
- the dissemination process
- the travels in Malta and Slovenia

The Slovenian team participated in all project tasks common to all partners like translations of the METHODS materials, meetings, implementation of pilot courses, dissemination activities etc. Besides, the team was responsible for some particular tasks: adaptation and update of the Simulations Manual and the International Work Placement Guide (IWPG). Due to great changes in the programmes co-financed by the European Commission the IWPG was re-written and expanded by two new chapters (Tips for coordinators and Tips for mentors in host companies). Additionally, the team created a new supportive

tool for international work placements. (Co): The International Work Placement Portfolio (IWPP). The project results were disseminated and exploited on the regional, national and international level through presentations, pilot courses, participation in different events, conferences, seminars as well as regular posts on the social media (school web page, the METHODS Facebook page, blog and Twitter). In the second project year our team particularly focused on dissemination and piloting of the IWPG and IWPP. The general feedback by the participants of the previously mentioned events was very positive and

the suggestions for improvements were taken into consideration during the final phase of the project.

METHODS: An enriching partnership. The teachers of LGA implemented the TMC method in their classes and presented all the methods to their colleagues. The climax of the dissemination process in Guadeloupe was reached on July 2nd with the final conference which gathered local and regional authorities,

Slovenian students benefitting from the updated methods manuals on how to prepare for a successful work placement in other countries

Source <http://www.languages.dk/archive/dissemination/Newsletter47.pdf>

The reported impact from dissemination activities appears high or very high in the case of the Internet presence and use of the lanaguages.dk website. While dissemination numbers does not mean necessarily impact on the same number of reached persons, after all persons can receive a newsletter without reading it, the quantitative and qualitative indicators provide nevertheless a good indication of visibility and awareness raising.

In the case of METHODS, there is evidence that project has successfully used a combination of means to achieve real impact, from initial awareness-raising to the dynamical organization and presence in events on local level, national and /or international. Some examples are:

In top, **ETI Malta** disseminated to **934 Teachers – from 40 country**, half being languages teachers. The estimation is 30% will use the methods‘ particularly interested in the PhyEmoC, Simulations and the Task-Based Learning manuals. Teachers of all subjects showed an interest in CALL. VET teachers were also interested in the International Work Placement Guide.’ **Source ETI Exploitation report 05 September 2015**

MCAST Malta, the leading VET Institutions, reports national dissemination to ‘over 75 people involved in education including MCAST Principal, Directors, and Coordinators and also lecturers, Heads of Schools’ 40 teachers attending workshops. Source **MCAST Exploitation report 05 September 2015**

LGA Guadeloupe had reached during the training session of June 2015, 30 teachers from different vocational schools which represent a good result. The dissemination to the participants to the final METHODS conference to +50 local authorities, regional authorities, teachers, employers, B&B gites owners show a very good users’ diversity. **LGA Exploitation report 05 September 2015.**

A real project strength has been the increased leadership of the partners contributing during and after the duration of project to its effective valorization and sustainability activities. We would like to mention here the completeness of information provided on the LGA website about METHODS <http://www.lr-gertyarchimede.fr/spip.php?article18> and the report of experience made by the LGA teacher Audrey Eulalie. The information is detailed about of the use and value of he communicative methods, some exercises provided and wealth of images and documents e.g. brochure, the newsletters.

The information bellow highlights well the role of the Mairie de Morne a l'Eau and the collaboration between all the partners.

] www.lr-gertyarchimede.fr/IMG/pdf/projet_methods_dissemination.pdf

Dans cette même optique de diffusion, l'équipe du LRGA (professeurs et administration) a rencontré les représentants de la Mairie de Morne-à-l'Eau à de nombreuses reprises afin d'organiser et de mettre en œuvre la diffusion sur un plan non-académique (ouverture au secteur touristique).



Enfin, le 2 juin 2015, l'équipe d'anglais du Lycée Régional Gerty Archimède a convié les professeurs de langue de l'académie à une réunion de présentation du projet METHODS. Elle s'est tenue au lycée et 28 professeurs, représentant 9 établissements différents (L.P Louis Delgrès, L.M.B. Juminer, L.P.O Nord Grande-Terre, L.P Carnot, L.P.O C. Coëffin, L.P.O Chevalier St Georges, L.P Blanchet, L.M.H.T Gosier, LRGA) y ont participé. M. BALTA, le représentant de la Mairie de Morne-à-l'Eau, ainsi que la Responsable de l'Innovation dans l'enseignement étaient également présents.



METHODS SUSTAINABILITY

The partners committed in the last meeting to pursue a relevant range of sustainability actions on multiple levels , in addition of using the METHODS website and providing links and information on its own websites. From national level , e.g. apply for European Language Label, approach private schools, in service training for mainstream teachers, follow-up events, e-mails, conferences, articles, social media , to European level e.g. international meetings, seminars, study visits to EU Parliament, writing blogs, etc.

The Methods conference that took place in Morne a l'Eau put the basis of the exploitation and further sustainability in Gudeloupe. In line with the visionary aims of the application, the conference included discussions on what is and how edu-tourism could be coupled with the results of the Methods project. The news and images were featured on the METHODS website bellow and on the METHODS Facebook.



The **Slovenian and Maltese partners SGGT - ETI** pursued their excellent collaboration by **sustaining actively** the METHODS results with **Erasmus+ teacher mobilities and internships of students** beyond funded lifetime:



Students from 6 Slovenian schools in gastronomy and tourism using the International Work Placement Guide in internship in Malta - **October 2015**



METHODS and CLIL hand in hand : 12 teachers from 6 Slovenian gastronomy and tourism schools are attending a course "Using CALL at ETI Malta, within Erasmus+ staff mobility project.

CONCLUSIONS AND RECOMMENDATIONS

The project has supported the increased use of communicative methods, of digital media and new technologies in languages teaching methods for a more enjoyable learning experience of the students and a more successful VET teaching and learning of languages embedding cultural elements.

The presentation of the outcomes on the languages.dk/methods adds opportunities for the dissemination and access by the former or current users and similar target groups of the other related projects from the POOLS , i.e. CLIL4You and Pools-3. This has very positive implications for the continued sustainability of the project.

The promotion of wider use of less widely used languages was an added-value for transnational collaboration of VET institutions and colleges, enabling the further exchanges of good practice, and enabling VET mobility of teachers and students.

The aim to contribute to new jobs and increased entrepreneurship in the tourism sector was potentially of interest to all the ToI partners. The added-value of the edu-tourism for the youth employment in tourism has been proved in many countries. The VET colleges and higher education institutions are interested in developing young people that are knowledgeable, skilled, creative and innovative in the sectors of tourism and culture.

Malta offers numerous examples of training well-skilled force in catering and tourism. Slovenia is on the same track of well-training students and promoting international exchanges of staff and students in catering and tourism.

The attractiveness of the educational tourism packages embedding English but also French and Creole is considered now with increased understanding and interest by the Promoting partner of METHODS, Mairie de Morne a l'Eau and the Lycée Régional Gerty ARCHIMEDE in Guadeloupe.

We suggest that edu-tourism is an untapped opportunity in the partners' institutions, eventual at the regional and country level. It could be of benefit for the partners to establish new partnerships for pursuing in their institutions' strategic developments directions and include this new direction where METHODS can be exploited creatively.

In order to popularize their countries, the Edu tourism packages could be created so that people are able to experience the education systems, or the culture and environment. For example in Guadeloupe, the Mairie de Morne a l'Eau has a specific environment protection and sustainable tourism strategy. Edutourism packages could be built around enjoyable languages learning on topics about endless discovery of Guadeloupe, of customs and traditions, the mangrove protections, or sea sciences.

Edu-tourism resources packages will not only benefit the education participants and the institutions providing the packages, but also local business owners or gites owners who are expected to grow their number and the City Hall that would benefit from promoting school and professional education and to create more employment for youth. The Higher Education institutions and VET colleges like ETI, MCAST and SGGT Cejle would benefit from offering new opportunities and raising entrepreneurship of their students.

The vision of the METHODS could become true. We wish the partners success in their sustainability initiatives and thank them for their contributions to this report.

Angelica L. BUCUR, Ec. MBA

External Evaluator